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Counseling for the Seventies: A Compendium of Published Articles

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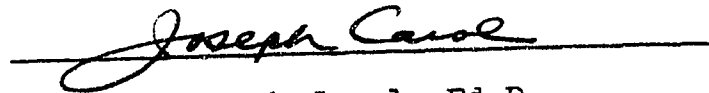
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COUNSELING FOR THE SEVENTIES:
A COMPENDIUM OF PUBLISHED ARTICLES

By

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ABSTRACT

COUNSELING FOR THE SEVENTIES: A COMPENDIUM OF PUBLISHED ARTICLES

by

Joseph Henry Koch

"The Trouble With Counseling"

This article, which appeared in the January '72 edition of The School Counselor, talks about what counselors have done, are doing, and what the author, a school counselor, thinks they should be doing. He discusses some factors operating to narrow the counselor's role: the student stereotype of counselors as "schedule-changers," the administrative view of counseling as a clerical function, the "psychiatric myth" which casts any person in a helping profession in the role of dream analyst and explorer of the dark unconscious.

The writer sees counseling as the major pupil personnel service available on the school campus. Counseling should be concerned with helping the student replace maladaptive behaviors with adaptive ones. He feels the action-counselor must base his/her approach on learning principles. The author explores behavior-modification as a counseling technique in relation to student socio-economic and cultural levels, its empirical relation to learning

principles, and compatibility with the educational setting. The writer further details the responsibility of the administrator in facilitating counseling success.

"An Applied Systems Approach
to Career Exploration"

The author here describes in detail a systems approach to a traditional counseling service: that of providing career guidance and information to the high school student. The writer, a practicing counselor, outlines some of the "pre-system" problems which must be overcome in instituting any guidance system which has the aura of social technology.

The career-exploration service is integrated into four phases of personal exploration undergone by the student with the aid of the counseling department. The writer outlines how the system helps the student in:

- Phase 1: selection of a post-graduate goal.
- Phase 2: self-evaluation.
- Phase 3: study of career goal requirements.
- Phase 4: the projected high school program.

The author discusses the benefits of the systems approach in terms of increased counselor effectiveness, possibly because of the altered counselor role; the involvement of the academic departments in the counseling function; and the possibility of providing more in-depth information to greater numbers of students. In addition, the writer's plan integrates the parent in the goal-setting

and planning process. Many parents have felt isolated from the school environment in the post-Sputnik educational era. In the middle-sized suburban high school which serves as the case study, career planning is something the student, not the counselor, does.

"Counseling Where It's At"

The author-counselor underlines the necessity for a change in counselor "style"--both in personal presentation and availability. He then goes on to describe a variety of counseling programs whose keynote is authenticity. He describes the creation of "critical incident" rap groups where real cops and real students are able to dialogue about the student friction in the community; and members of the two generations can talk to one another across the "gap" with the aid of the counseling staff. The writer also describes a change in the structure of the counseling department's use of personnel. An intake process has been established which permits the counselee almost immediate contact with a counselor. This differential use of counselors is an attempt to meet each counselee's specific needs and expectancies of counseling by having an intake counselor screen the student's entering concern and then helping the counselee match his need with the appropriate counselor or intervention approach.

"Counselor Power"

In this article the writer details the establishment of a program using lay counselors--the high school students themselves--to provide information and referral services on campus. The writer describes the training given these students in detail and outlines some of the specific services, such as student-to-student help and information, the club can provide to the school and the community. In addition to some of the obvious benefits of such a service, the author also observes the "training-as-a-treatment mode" effect on members of the student club.

Conclusion

In conclusion, the writer, a counselor, sees authenticity, humanizing uses of social technology, and full use of the total school population in the counseling role as keynotes for the counseling profession in this decade.

PREFACE

The four articles which follow: "The Trouble with Counseling," "An Applied Systems Approach to Career Exploration," "Counseling Where It's At," and "Counselor Power" make up something of a geography of the counseling field today. Two articles have appeared in the journals The School Counselor and Vocational Guidance Quarterly, and two are under consideration by The School Counselor and California Personnel and Guidance Journal (under submission), respectively. The writings explore the counselor's role in relation to school administrators who often hold stereotyped notions of the counselor as a schedule monitor, acting under pressure from the community to quantify and measure school achievement in relation to cost. Also defined is the locus of the counselor in relation to the changing needs of the student community in the 70's; and finally, the articles place the counselor in relation to the larger field of psychological research and trends in humanistic psychology.

During his double career as a guidance counselor at a middle-sized suburban high school while a graduate student himself, the writer has remained a student of human behavior from both sides of the counseling table.

The writer's graduate studies during the 60's have bridged the "psycho-popularity" of Freud, Rogers, and Skinner. Yet his concern in these and other publications has been to translate the theoretical concept into helping the live and troubled student.

The writer's professional service in education has seen the emergence of the student in this country as a political force with which to be reckoned. He sees the counseling role in relation to the larger community as well as the student and describes the implementation of programs to help close both the community gap and the generation gap by enabling real students to talk with real cops, parents, district attorneys and professionals on the school grounds. Also under the category of "humanizing" the comprehensive high school, the writer describes a student-to-student information system which was developed to integrate the new students and provide a necessary information service for the older students.

The element of professional dialogue here enables the counseling professional to examine the articles in relation to the current "schools" of humanistic or behavioristic psychology. The writer also provides enough "nuts and bolts" information about the workings of his counseling systems' approach and student helping service for the school counselor to implement such programs in their own schools. The counselor feels that well-designed

client-centered systems are more, not less, humanizing for the student and prevent the fragmentation of counselor skills.

The four major components of this compendium appeared originally in professional journals as four separate articles.

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ARTICLE I

"THE TROUBLE WITH COUNSELING"

"THE TROUBLE WITH COUNSELING"

The trouble with counseling is that counselors don't counsel. The seeds of this predicament appear to be embedded both in the dissonance seething between counselor perception and administrative expectancy of the counselor's mission (Hart and Prince, 1970) and in the inability of the various counselor persuasions to agree upon their role and function (Stefflre, 1964, 1965; Stefflre and Metheny, 1968).

The Trouble With Counseling is What Counselors Do

What is done in the name of counseling was once described by Stefflre (1965) as a "many splendored thing." There are numerous well-established counseling "mispractices," so well stamped in, many established counselors can no longer discriminate what they do, and consider counseling, from what they should be doing, which is counseling. Clerical, registrar, and quasi-administrative tasks imposed by school administrators are limply followed by "counselors." With these roles it is impossible to demonstrate valid counseling outcomes. Counseling skills atrophy as non-counseling tasks are reinforced by administration. This is especially perplexing considering the

complex issues with which students are faced, such as: student unrest, drug abuse, race relations, inability to communicate, ad infinitum.

Until counselors change what they do, student expectancies of them as "schedule changers" will persist. Students will go to a counselor mainly to change a class because that's what they see him doing. "Counseling" will remain narrow, and administration will persist in subverting and exploiting both the practice and the practitioner. A major effort to agree upon role and function therefore, looms as paramount. Administrators are calling for a definition of counseling.

What's in a definition?

The administrator will define administration based on his value system and orientation. So it is with the counselor. His counseling definition would reflect his attitudes toward human beings and the means for changing behavior. The definition offered by Krumboltz (1965) should be acceptable to most counseling persuasions and is still valid in 1971: "Counseling consists of whatever ethical activities a counselor undertakes in an effort to help the client engage in those types of behavior which will lead to a resolution of the client's problem." This definition establishes an ethical counselor-counselee relationship within which student behavior changes will resolve student problems. However, it does not prescribe

the technique used to bring about that change. What's left then is a concern for outcome.

When a counselee engages a counselor the counselee expects results. Within explicitly stated limits, which will be discussed later, the counselor must demonstrate in measurable or observable fashion that he can produce such results; implicit here is behavior change.

A counselor can increase his success if he attends to scientific guidelines. Such a guideline might be, that behavior change cannot occur for any counselee with any counselor unless the counselee recognizes he has a problem and wants to do something about it (Carkhuff and Berenson, 1967; Kagan, et al. 1969). Within this context, it is futile for administration to routinely refer all discipline, truancy, and "class cut" "problem-students" to the counselor (no matter how well these "crimes" may establish in the administrative mind that the student has a problem). So it becomes evident that the outcome measures, not the definition, should receive administrative and counselor attention. The issue is, what outcomes?

The Trouble With Counseling is
What Counselors Don't Do

Many administrators appear suspicious of the counselor as a person because of a misconception of the perceived "psychiatric" stance embodied in counselor as a word. Administrators may feel a "subconscious" threat to their public relations image and tend to sublimate this threat by

assigning harmless paper and pencil jobs to the counselor. The administrator's clinical strawman must be emphatically abrogated.

The psychiatric myth

School counselors are not interested in neurosis, psychosis and diagnosis but are more concerned with changing behavior. Many dynamic schools (client-centered, existential, etc.) would hold with this position. The insight therapist (psychoanalyst--of which school counselors are not) attempts to reorganize the client's personality; the school counselor, as a social learning theorist, seeks to extinguish aberrantly learned behaviors and replace them with adaptive ones. For the school counselor, clinical diagnosis is absurd, potentially dangerous, simplistic and not within his purview (Szasz, 1961).

What does a person do when he is paranoid, anxiety ridden, or schizoid? Instead of being possessed with "demons" there are now "complexes" (Hosford, 1969). There may even be a correlation between occasional counselor thinking in such limited and useless terms, and his relative inability to help those who do not fit convenient stereotypes. Thus, the use of pathological labels may involve a social judgment influenced by, among other things, the normative standards of the counselor (Hosford, 1969, p. 4). Kerby (1962), in One Flew Over the Cuckoo's Nest, delightfully and tragically illustrates how the roles played in a

mental institute greatly resemble the self-fulfilled prophecies of clinical labeling. It may be more comforting to live out the diagnosis than it is to face reality. Much more could be accomplished by examination of the structure of the counselee's concern. Kagan (1969) illustrates how the client's identification of stimuli is crucial to growth in counseling.

The inability of the administration to understand the counselor's role may partially reside in the long, well established, social usage of high abstract psychoanalytic jargon. It is difficult to break such deeply rooted bonds and develop new methods of responding. Many counselors, like most in our society, have learned to extract explanations from such clinical terms.

It is axiomatic that counselors in a school setting would not practice such mystical wonders as dream analysis, analyzing the deep dark dungeons of the unknown or unconscious, be concerned with the amorphous and almost unavailable childhood self-report, establish transference and countertransference relationships, engage in free association or project symbolic meaning into non-verbal behavior. All of the above cases are probably more a function of the diagnostician's rich fantasy life than of the client's personality dynamics.

The zeitgeist of "instant" this and "instant" that operates in dissonance to counselee expectation and outcome. Behavior conditioned over a fifteen year period cannot be

altered in one or two meetings. Blocher (Whiteley, 1967, p. 7) found that successful outcomes in counseling were associated with nine or more counseling sessions. Administrators often view the counseling process in limited brushfire or first aid dimensions. This perception confuses a counseling process with an intake interview.

About this time the administrator is saying, "O.K., counselors aren't shrinks, and we've misused them. You say counselors should get together and decide upon role and function but you say a definition is unimportant. What is it then that counselors do?"

"We want action!"

Counseling is the major pupil personnel service and the behavioral approach is an appropriate counseling paradigm for the school counselor interested in outcomes. The behavioral approach is positive, incorporates scientific procedures, and is a systematic model for changing behavior (Stewart, 1970). Laymen use many behavioral techniques daily, however, in an unsystematic and uncontrolled manner, often resulting in aberrant behavior. A systematic application of behavior modification procedures is quicker, action-oriented, measurable, prone to encourage more treatment approaches, appeals to all socio-economic and cultural levels, is steeped empirically in learning principles, and is compatible to an educational setting (Bandura, 1969).

Although the behavioral counselor is action-

oriented, he utilizes effective tools from some dynamic schools. Empathy, the sine qua non of the Rogerian, and differentiation, the crux of the phenomenologist, are very important for the behaviorist. In and of themselves, empathy and differentiation may be insufficient to promote change in every case (Whiteley, 1967, pp. 196-7).

Let's get our bearings

To congeal present thinking one could generally point to two counseling approaches, insight and action, and identify three general and important ways the two approaches differ: 1) dynamic vs. non-dynamic; 2) acceptance and utilization of learning theory; and 3) technique vs. attitude and/or relationship (Stefflre and Metheny, 1968, p. 23).

Now you see it, now you don't

Many insight therapists are prone to view symptoms in mentalistic terms involving underlying causes or dynamics. One might hear the Freudian describing behavior in terms of psychic energy transformations among the Id, Ego, and Super-ego. The Adlerian might explain behavior in terms of a person's "life style" in overcoming or compensating for his inferiority. Conversely, the behaviorist is concerned with the observable and measurable conditions controlling behavior; a cause and effect explanation. As Lundin (1969) explained: "Cause of behavior is a change in the independent variable (antecedent environmental

conditions)." In all too many cases the practice of explaining behavior in mentalistic terms resembles what Lundin (1969, p. 39) refers to as the dependence upon "intervening variables." These are hypothetical constructs not subject to direct observation or analysis and possibly more a product of the counselor's orientation and value system than the counselee's behavioral history or functioning. The counselor, it would appear, must now pay more attention to antecedent conditions and outcome.

Learning theory: the basis for change

The action-counselor bases his approach on principles of learning. The major principle is Thorndike's "Law of Effect" or satisfactory results; reinforcement. Maladaptive as well as adaptive behavior is learned, to a great extent, due to this principle. A response has a reinforcing effect, therefore it is repeated. On the other hand, a response not reinforced, weakens. Now three critical ingredients have been outlined: antecedent conditions, reinforcers, and outcome or response. Inappropriately, the culture, as opposed to assessment of stimulus conditions or reinforcement contingencies, generally determines normality (Lundin, 1969). Due to the variant counselee and counselor input, dynamic counseling, like the behavioral approach, is not the only royal road to wisdom and happiness, and symptomatic behavior is not necessarily "mental illness," but simply an inappropriate learned habit

(Hosford, 1969; Lundin, 1969).

Human conditioning is not a static or single event. Reinforcers, primary and secondary, vary. Deprivation and satiation, as well as values, shift. People learn to discriminate and differentiate accurately and inaccurately. This plays a role in interacting with the environment as well as promoting effective responses to the environment. Responses extinguish over varying periods of time and depend, to a great extent, on contingency schedules or relationship to reinforcers. It has been established that intermittent reinforcement schedules produce more firmly established habit strength (Lundin, 1969). "A comprehensive theory of human behavior must encompass all three sources of behavioral regulation, i.e., stimulus control, internal symbolic control, and outcome control" (Bandura, 1969, p. 45). So one can understand the reason it takes time to understand and change behavior and why many dynamic counselors explain behavior in high abstract terms.

The How Of It

A more specific and lucid understanding of counseling, its basis and the role of the school counselor hopefully will begin to eradicate school administrators' apparent fears and bridge the gap between counselor perception and administrative expectancy.

Counseling, one of the guidance services, grew out of the inability of human beings to cope with their

developmental and environmental problems. The definition of counseling previously stated stipulates "resolution of the client's problem." This infers behavior change. The main goal of the counselor is to help each client resolve his individual concern. The extent to which the counselor can accomplish this will determine success (Krumboltz, 1965). No one goal can possibly be satisfactory for all individuals, yet counseling must be a goal-directed procedure (Hosford, 1969; Whiteley, 1967).

The counselee formulates the goal. The counselor and counselee determine the means for achieving the goal (Krumboltz, 1965; Stewart, et al. 1970). The goal must be ethical and legal (otherwise the counselor should refuse to assist the counselee). The counselor helps the counselee establish a behavioral objective. To accomplish this he must first help the counselee define his problem in palpable terms. Epistemologically, the counselor then helps the counselee explore the conditions, environment, the people involved in the problem and the various levels and dimensions of each. This exploration could be considered the "who, what, where, when, and how" of it. An indispensable adjunct to assessment is the determination of discriminative stimuli (antecedent conditions or independent variables), and what reinforces the client's current behavioral responses.

To understand whether any progress has been made in counseling, the counselee is aided in establishing a baseline

of his present problem behavior. For example, in changing a well-established habit, one might record how many times in a given period the habit is practiced, the average duration of the habit when it is demonstrated, and possibly the magnitude. Later, a culminating and comparative baseline can be taken and compared with the initial baseline.

After the baseline has been determined, a behavioral objective is then established and agreed upon. This includes: (a) what the counselee will be doing differently as a result of the counseling experience; (b) the conditions under which this terminal behavior will occur; and (c) the criteria of successful performance (Stewart, 1970). This is a contractual arrangement between the counselor and the counselee.

The counselor then determines the tasks that must be conducted to complete the objective. The counselee must approve of the tasks. The counselee who experiences this systematic process certainly becomes more aware of himself, his methods of dealing with his environment, his values, expectations, strengths, weaknesses, responsibilities, reality, and in addition he learns more reinforcing responses applicable and transferable to other situations.

The general areas of school counselor concern encompass Educational/Vocational and Personal/Social matters related to students, parents and staff. These concerns are handled by counselors in individual and group settings. Within these realms there are a number of task operations

such as: (a) helping the counselee learn to collect and assess data; (b) helping the counselee learn how to make considered decisions; (c) assisting the counselee in the process of how to solve problems and resolve conflicts; (d) referring counselees when appropriate; and (e) conducting conditioning and learning experiences (Stewart, et al., 1970). The most frequently employed conditioning approaches are shaping, social modeling, counter conditioning, and extinguishing responses (Bandura, 1969; Hosford, 1969; Lundin, 1969; Stewart, 1970).

The counselor may use any number of techniques; some might include asking questions, listening empathically, forming hypotheses, giving feedback, clarifying, summarizing counselee statements, reflecting feelings, restating, connecting themes, confronting the counselee with reality, supporting the counselee at the appropriate moment, helping the counselee examine alternatives and modeling (Blocher, 1969). The counselor would also outline hypothetical outcomes and consequences of counselee decisions and behavior.

The counselor's stance is to be non-judgmental, warm and communicating optimism in his abilities and training (Carkhuff and Berenson, 1967). He attempts to be genuine, open, empathic, sensitive, incisive, flexible and does not impose his values inordinately. With such powerful attention the counselor establishes himself as a reinforcing agent, the antecedent condition to mediation.

The counselor must assess the probability of success. Due to the complex individual inputs each counselee brings to counseling, referral becomes an important counseling task. The counselor should refer when: (a) he does not possess the competence to handle the problem, i.e., neurological and physiological dysfunctions requiring brain stimulation or drug intervention, some complicated mental imagery problems manifest in high-order conditioning, introceptively learned autonomic responses, etc.; (b) when there is insufficient time or facilities to resolve the concern (about ten counseling sessions); (c) when the counselee and counselor cannot reach a contractual agreement as to goals and tasks; or (d) when there is another agency better able to help the counselee (Stewart, et al., 1970).

The problem of insufficient time is a real counseling bugaboo. At present counselors cannot handle the burgeoning guidance problems individually. Guidance decision-making might best be implemented in mass through a systems approach (Havens, 1970) and use of simulation techniques.

Resolution of the counselor's conflict

The school counselor is believed to possess the above attributes and operates within the previously mentioned limits but finds it increasingly difficult to communicate optimism in his ability and training in light of the school administrations' misuse of his skills and time.

In the 1970's it is imperative that counselors (not administrators) define their own role and function and demonstrate physical exemplars of specifiably individual outcome. It must be clear that there cannot be a single outcome. Krumboltz said, "The goals of each counseling session are different for different clients, and therefore it is impossible to apply a single criterion to evaluate counseling in its totality (Whiteley, 1967, p. 193)."

The administrator's role is to provide the climate, time, facilities, and atmosphere necessary for the professionally certified counselor to obtain results. Eliminating non-counseling tasks, providing money for in-service retraining, protecting counselor-counselee privacy and facilitating counselor-counselee contact are the necessary conditions for the efficacy of counseling and a responsibility of administration.

The counseling process as differentiated from the psychotherapeutic construct is characterized by shorter treatments, fewer interviews, attention to current concerns involved in the student's developmental process, emphasis on the conscious, attention to environmental influences and to the problem more than the counselee himself, although the two cannot be completely separated. Though counselors focus on counseling and not on psychotherapy the boundaries may overlap from time to time (Stefflre and Metheny, 1968).

Just as there is a contractual arrangement between the counselor and his counselee to effect behavior change, a

similar arrangement between the counselor and the school administration might help resolve the school counselor's conflict and therefore begin to resolve the trouble with counseling.

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ARTICLE II
"AN APPLIED SYSTEMS APPROACH
TO CAREER EXPLORATION"

"AN APPLIED SYSTEMS APPROACH
TO CAREER EXPLORATION"

Student enrollments continue to expand, pressures for early vocational choices increase, and, in general, the world of work becomes increasingly sophisticated. Under these conditions the average secondary school student, not to mention the counselor, finds himself in emotional and behavioral contortions. Consideration of new approaches to the career guidance function of secondary school counselors seems essential. This need is emphasized by Osipow (1968): "In 1969, instrumentation and technique for conducting and investigating vocational counseling and vocational psychology are fundamentally the same as in 1948."

The applied systems approach to career exploration described herein and partially operating at San Dieguito High School, Encinitas, California, is a process-oriented decision-making counseling paradigm. The San Dieguito System, in its first year of operation, after a one-semester pilot study, is a process as opposed to an ideological or theoretical construct. It is a rational model of manipulative components, each separately alterable with the purpose of enhancing the total system.

The system promotes an iterative process of

analysis-synthesis (Silvern, 1968), which can be observed in many facets of decision-making and problem-solving. Emphasizing the psychosocial dimension, the student is guided into contacts with professionals, laymen, and parents in an effort to increase the frequency and quality of student guidance and counseling interactions.

Some "Pre-System" Problems

Social and technological developments are often accompanied by a concern over loss of identity and a sense of depersonalization. Loss of student identity was a major stimulus in developing the San Dieguito System. The four counselors at San Dieguito were unable to meet the needs of all the 1,600 student population. They sensed that a large "unidentified, uninvolved, and lost" segment of the student body was quietly passing through the four years (or dropping out) without experiencing one meaningful counseling contact. Students typically not receiving attention were minority students, students with deficits in assertiveness, and students who could find few, if any, programs offered in the school to meet their individual needs. A total guidance process was needed to involve the student and noncounseling staff in exploration and planning, supply greater amounts of information, and free counselors to attend more to the mounting personal-social concerns.

The San Dieguito System

The system's package consists of four phases the student may experience as he progresses through high school. These are: (a) selection of a general post-graduate goal; (b) a self-evaluation; (c) investigation of the training requirements, situational determinants, and tasks necessary to achieve the post-graduate goal; and (d) establishment of a projected high school program.

Phase one: Selection of a post graduate goal

The student is asked to commit himself to a tentative post-graduate goal, i.e., a four-year university, a two-year college program, a vocational training program, undecided as to whether to go to work or school. When this tentative goal is established, the student then checks the values he wishes to receive from his post-graduate plan, i.e., make money, receive recognition, work with people, or others.

Phase two: Self-evaluation

This phase is an adaptation of Hamrin's Square (1946). Hamrin's Square is simply a tool (a piece of paper, sectioned off into areas in which the student records his aptitudes, interests, achievement, and personality factors) used to help the student focus on these patterns. Performance tasks demanded by a given career, situational determinants, values, interests, aptitudes, feasibility, and forecasts for job stability appear to be

the most prominent areas concerning exploration for career success. The California Guidance Record (a computer print-out of student information such as grade point average [GPA], grades, test scores) supplies the student with his own pertinent achievement and aptitude data.

Phase three: Study of goal requirements

This section is a four-page folder that asks specific career questions related to requirements, job performance, forecasts, and the like. The student can perceive the quality of performance that may be expected and how much information affects the planning process.

A typical example of questions in Phase Three was taken from the Technical, Trade, Business, planning section.

1. What aptitude qualifications are recommended for this occupation?
2. What are the opportunities for continued employment in your selected field?
3. What specifically does a person in this occupation do in a regular workday?

Questions such as the above are followed by a checklist of job values and then a synthesis of the first three phases is made. The student is asked to compare his capabilities, interests, and values with those required by the occupation.

Viewers and copy machines that project up-to-date

career information from microfilm are located in such areas as the library, counseling office, and the ninth-grade vocational classroom. They are available to the students at any time. In the future each classroom will contain a television set that counselors will be able to use for guidance during advisory periods.

Phase four: Projected high school program

This part is a schematic representation of graduation requirements on which the student checks off the requirements already met, circles the number of credits completed, and compares his current GPA with the stated GPA required for graduation and for the post-graduate goal. This process supplies the student with graphic evidence of academic progress. Further, the student is asked to project his tentative four-year program based on information gained in the previous phases. This should enhance the possibility of completing an acceptable program that meets not only requirements for graduation at the conclusion of the twelfth grade but also entry requirements for the job or school chosen. An additional stimulus is the opportunity for parent-school and parent-child feedback, inasmuch as parents review Phase Four with the student and are expected to participate in the planning.

There are five to eight "working pages" necessary to the system, and additional tables and data sheets to assist in completing the necessary program. For example, expectancy tables are included so that a student can compare

his percentile test scores, GPA, etc., with those of previous San Dieguito students who attempted or were involved in similar goals. Other easily interpreted tables contain the recommended academic courses for given GPAs. All tables are graphic, easy to read and interpret, not detailed, and have concise directions.

A color code facilitates student use of the system, provides a roadmap for transition from one phase to another, and assists in organizing, screening, and flagging students who may need prompt attention, information, or referral to a staff member.

Altered roles increase counselor effectiveness

The system helps counselors meet the needs of more students by freeing them from inappropriate contacts. More personal-social counseling, individually and in groups, is now taking place.

In the past the counselor was swamped with people asking questions or seeking help when such help could properly have been received elsewhere. A "priority counseling feature" (Smith, 1967) increases the probability that students who want and need help, receive it. There are three aspects to this feature: increased contact with staff and parents, self referral, and indirect identification. Subject-oriented questions, normally asked of counselors, are fielded by advisory and classroom teachers as the student must seek their approval for course

selection. Questions more suitable to sources such as the registrar, work experience coordinator, are channelled accordingly.

Too often counselors are "asked" by administration to call-in all students concerning their schedule. Many of these students do not require or wish assistance and the time spent trying to arrange appointments is inefficient and expensive. In the planning or pre-registration process forms are provided so the student can indicate whether he requires help. The amount of counseling time needed is estimated from the category he checks. Later, student aides collate this data and supply the counseling secretary with the names of students indicating the need for help. For those too timid to seek help an indirect means is used for identification. If they cannot elect a tentative post-graduate goal, for instance, they check the "no plans" or "undecided" category. The counselor aides list those names from these sections and supply the secretary with a list for appointments. A "no plans" choice, made out after seeing advisors, teachers, and parents, usually indicates someone who requires counselor attention. Student aides also monitor mistakes in course selection which might indicate assistance is required. First, an ALERT form is sent to the student and he may correct his program through the secretary. Students having difficulty with credits, grades, etc. see the registrar first and then the counselor; if the problem cannot be alleviated by

the registrar. Another feedback mechanism is the placement of ACTION sheets in registration and at key campus locations (student activities office, library, snack-bar). Students indicate on an ACTION sheet the type of counseling they want and in what context (individual or group).

Systems materials answer many routine questions ordinarily asked of counselors. Housing permanent records in an accessible place (advisory teacher's room) reduces needless counselor contacts. Booklets containing sequences of courses over four-year periods, prerequisite information, and course descriptions also answer many questions.

Counselors once spent a great deal of time disseminating data to students, if they could remember which students were interested in what information. Student aides check student planning forms, make lists of students by Post Graduate Goals and major course of study, and the secretary then sends these names to the appropriate department heads notifying them of the students' interest and requesting that the department members contact students for discussions. Thus the departments become involved in vocational-educational guidance.

Whenever new data, opportunities, a speaker, or relevant activity is known that might be of interest to students, the secretary utilizes lists established earlier and disseminates information to the proper students. Examples of data disseminated are: notification of Job Corps opportunities for drop-outs and graduates, ROP

(Regional Occupation Program) to seniors and drop-outs.

In the future even more effective use of staff should be realized through programs being developed or in partial operation now. For example, videotape presentations will be produced by counselors displaying orientation procedures, technical interpretations of tests results as well as testing, and students modeling system procedures (Bandura, 1969) or dealing with appropriate student program choices. Career simulation games have been developed and should play a greater role in the future.

Implications

Under the San Dieguito System counselors have more time to spend on personal-social problems, as many advisory and information giving roles are shared by others. Within the system the student is assured a minimum of three different counseling contacts. Once the student is involved, the whole counseling procedure changes. The counselee seeks out the counselor or identifies himself through the color code or feedback mechanism. The stereotype of the counselor as a registrar is fading.

Career planning is something the student does. Counselors should not have to serve as memory banks for the entire student population. The concept of the counselor who knows all and sees all about each pupil in his group is not only unrealistic but impossible.

The real counseling challenge has always been the

extent to which a counselor can help his students understand themselves and change behavior. The opportunity for developing such an effective counselor role in the personal-social as well as the educational-vocational realms is becoming more feasible at San Dieguito High School.

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ARTICLE III

"COUNSELING WHERE IT'S AT"

"COUNSELING WHERE IT'S AT"

Counseling technique and ability is the only service the counselor has to offer. Almost anyone can do the other functions: i.e., guidance, educational planning, etc. Especially in the personal/social realm it is counseling that we seem to do the least of and in this day and age counseling is what we have the greatest need for. So in the personal/social domain it may be time to break the counselor's bubble and carry the counselor to the student and a variety of real-life situations.

Unapproached or unapproachable?

It is unrealistic to assume that all counselees will refer themselves to a counselor sitting in an office. Traditionally counseling has been restrictive and selective. The counselee may not be able to relate to his counselor, or can't get past the vice principal's office. Many students do not recognize their concerns and some lack the assertiveness for self-referral. Lower socioeconomic youngsters, especially, derive little therapeutic value from playing with verbal imagery or abstract discussions detached from their environment. Further, cultural, sexual, or social factors, as outlined by Blocher

(1967) may interfere with a student's initiative to come in for help. Sprinthall (1967) mentioned that the counselee's condition prior to treatment may not only affect the outcomes of counseling, but also determine whether he gets there to begin with.

Our problem or theirs?

As in the past we cannot indiscriminately call students in who may not need or wish to be interviewed. In guidance a priority system can be developed for inviting a student in to see his counselor or for setting up a group program (Koch, 1972). The system is a means of detecting and sending for students who may meet the criteria of need for counseling in stated areas: i.e., academic performance not consistent with post-graduate goal choice, or students who indicate "no plans" after high school. Unfortunately, it may be more comfortable for counselors to sit and wait for students to come to them. Lewis and Lewis said it quite well:

Fear of being lured into a choice between the sanctity of the counseling relationship and loyalty to the institution . . . often forced school . . . counselors into avoiding contact with students in settings other than their protected offices" (1971, p. 754).

So, it appears that counselors may not be able to reach all students and that there are important counseling and guidance tasks that may not require face-to-face encounter. Also, systems' concepts in the appropriate hands may be useful in rectifying some of the ills brought about

through technological advancement (Gamboa, et al., 1972).

Bridging the Gap

The natural habitat

The counseling milieu in the past had extended to my home, the rooters' bus, hunting quail and rabbit in the boonies, etc. Last year, thanks to the mild Southern California climate, I increased the frequency of what I call "patio counseling" to four days a week. One day was spent in the faculty dining room maintaining staff communication--usually on overcast or cold days. Wearing a short sleeved sport shirt I brown-bagged lunch on the students' patio or anywhere students hung out on the school grounds. Student encounters thus became more than the ephemeral visit to the counseling office. Meetings in the students' territory permitted counselor contact with important persons with whom the counselee interacted.

I receive many tips from my current or past counselees concerning kids who are upset or in trouble. Upon my being accepted as a patio or lawn fixture it is not disturbing or suspect if I sit near someone I may wish to engage in conversation. In many instances the person from whom the tip came wishes to remain anonymous. Upon establishing contact and within the bounds of pacing and the nature of the person's concern as outlined by the referant, I waste as little time as possible getting at the student's concern. Usually, I approach this by mentioning

that I sense their sadness, worry, hostility, etc. This reflection on my part is usually enough of a cue to permit the person to relate his concern if he wishes. With critical cases I sometimes find myself missing my 12:30 appointment.

Critical Incident Rap Sessions

Goldstein, Heller and Sechrest (1966) suggested that the most appropriate place to counsel depends on the topic under discussion. Last year "critical-incident" rap sessions were initiated with police, parents, and teachers. Vital issues such as drug abuse, parental communication, etc. were stimulating. All rap-sessions are voluntary and there is a no-bust policy. Participants use only their first names and parent-student raps do not involve conjoint family encounters. Two parent-student rap-sessions extended to fourteen and nineteen weeks. Ninety-three per cent of the thirty participants who responded stated in a questionnaire that the groups were meaningful and helpful to them personally. Of the five groups operating last year 89 per cent of the participants said they'd recommend taking part in the groups to their friends. Presently, the number of critical-incident groups have been increased to include such themes as Chicano consciousness, marriage, college and vocational planning, parent-teacher and pupil-teacher raps. These groups supplemented the traditional student counseling groups: i.e., new students, students referred by

vice-principals or teachers for "inappropriate" or self-defeating behaviors, educationally handicapped, etc.

Genuine stimuli elicit typical responses

The presence of police and parents produced subliminal cues and stimuli which evoked legitimate reactions. In turn students elicited typical responses from police and parents. Some of the most rigid cops came to grips with ways they were coming on with kids, and dissonance was created in the minds of numerous students who began to perceive their parents differently.

Methods of recruitment

To invite parents to the groups, letters were sent with registration forms to every parent in our district. However, students were obtained in numerous ways. At our college-type registration we handed out "ACTION" forms on which students who felt a need to see a counselor indicated so by checking the general nature (educational/vocational or personal/social) of his concern. He also indicated whether he preferred group or individual counseling. (Personal/social concerns were handled almost immediately.) This service was also advertised in our daily bulletin. We screened referrals from teachers, vice-principals, counselors, and all students who referred themselves.

This year in the letter to parents, unless an educational/vocational group, we requested that they agree to take part for at least nine weekly sessions. Blocher (1967)

has indicated that it takes at least nine weeks for anything significant to occur in a group.

Verbal counseling or even role playing in a group may not have as realistic a tenor as that experienced when actual antagonists are present. Goldstein, Heller, and Sechrest define the psycho-mechanics of using real parents and cops in student encounters: "The presence of actual stimuli can be expected to facilitate the arousal of response to a level at which they can become more clearly the focus of therapeutic efforts, as well as to facilitate transfer of new responses" (1966, p. 228).

What Goes On

Korzybski said "The map is not the territory" and I'm sure I cannot describe what really occurs in the groups or out on the school grounds. Perhaps sharing what I perceive is going on and what I feel should be happening will give the reader some insight into the "territory."

In groups such as the parent-student, marriage and other personal/social groups I didn't want the group to supplant the family as the reinforcing social unit; as appears to be the trend today (Mowrer, 1972). We wanted the group to strengthen the family unit by helping family members develop new positive communication and interaction patterns. Certainly, how emotional response patterns extinguished in the home (awareness of how a show of affection diminishes) are carefully scrutinized and new means of

re-establishing these are considered.

The focus

What seems to make our groups compelling is that everyone in the group is there because of the issue or theme as advertised. Participants focus almost immediately on the theme as it relates to them and others in the group and they intensify their scrutiny as time passes. Such involvement facilitates an authentic and insightful interest in the other fellow's concern.

During the sessions the facilitator teaches the structure the group will follow (functional analysis) and channels group effort into cooperative action for each individual concern. So, critical issue groups provide individual counseling in a group. Certainly manipulation of the environment plays a role in changing behavior; when it can be arranged. "Measurable and observable" become as important as "here and now." Awareness is important but is limited. To be aware of our behavior means identifying stimulus control and conditions supporting our responses. After identifying these pairings we must then replace inappropriate or self-defeating behavior with new means of responding. Reinforcement and support from the group becomes an integral part in establishing new behaviors.

The approach?

Due to differing input and expectancy the counselor needs to have many approaches at his disposal (Lazarous,

1971). My way is not the only way. To palpably understand stimuli controlling behavior for instance, an epistemological tracking may prove valuable; understanding the "how of it." To key on stimulus controls in interpersonal conflicts the "here and now" or the sensitivity to reciprocal stimulation of counselor with client or client with client is productive (Kell and Mueller, 1966). A keen sensitivity to one's own feelings as well as empathy for another's position is essential; a Rogerian or Carkhuff attitude. To permit an individual to perceive how he/she is blocked in bringing into figure from ground (phenomenological) important perceptions and behavior controls, it may be more comfortable to use a gestalt technique of having the person temporarily be a block and describe what his task as a block is. The Gestaltest would use this technique to assist the individual to overcome his avoidance of some anxiety producing material. Bringing forth anxiety producing stimuli while in a relaxed state (which being a block may produce) could be considered a reciprocal inhibition technique; or even a phenomenological fear reducing approach. Who cares? Prior to conducting task operations in a behavioral conditioning paradigm it has been observed that many students do not have the motivation or hesitate to carry out the tasks. Recently, I have been using a direct decision model (Greenwald, 1971; 1972) to help the person free himself to pursue his goal; if in fact he elects to change his behavior.

Style to me does not seem to be a very important matter anymore, whether what I do has any material effect seems infinitely more important. As a result I subscribe to Thoresen's definition of group counseling:

Counseling in groups should be defined as those activities specifically selected (and then empirically assessed) to help two or more clients engage in actions that will bring about clearly stated and mutually agreed upon changes in each individual's behavior (1971, pp. 609-610).

The only limitation to be placed upon a group should manifest in the behavioral objective and criteria of improvement articulated in descriptive terms by each individual and agreed to by the group. Hence the definition is a broadly stated guideline.

In the vocational/educational groups an action model is used. Decision-making plays a major role; work experience, observation or visitation of an individual in the student's field of interest, some trait and factor explorations are made (interest inventories such as OVIS might be used), vertical investigations of the field of interest (i.e., candy stripper to doctor to medical researcher), tentative projection of long range and intermediate goals, and it is all considered within a systems matrix with groups being a type of contract or extension of the system (Koch, 1972).

Differential Use of Counselors

A differential use of counselors was used in our department again this year to increase counselees' approach-

and-stay-power. The department was organized in such a fashion as to provide not only immediate counselor contact but also the means by which the counselee's specific needs and expectancies of the counseling process might be matched with an appropriate counselor. Each of the five counselors in our department allocates one day per week when he serves as "Counselor of the Day" or C.O.D. This "on-call" counselor is available all day to meet with emergency cases, new students, or students coming in for the first time. With all but the emergency cases the C.O.D.'s job is one of intake, screening, and referral. The C.O.D., after assessing the nature of the counselee's concern and his expectancy for counseling, may suggest a referral to an appropriate counselor or other source. The student has the veto power when a referral is made. (Koch, 1972b).

More efficient use of counselor time is made because the counselor on duty can best judge how much appointment time should be provided for. There is more "on-line" access to counselors and the staff is better able to expand their individual interests and strengths.

Summary

In the seventies counselors may have to develop new means of responding to student needs. Being where the students are, maximizing use of staff and developing authentic means of dealing with student concerns (such as the critical incident rap sessions) are some of the steps

we're taking as we enter the challenging times ahead. The application of these concepts has met student needs on his/her terms and turf. Being out there and actively interacting is a physical exemplar of caring and that's where it's at.

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ARTICLE IV
"COUNSELOR POWER"

"COUNSELOR POWER"

One Sam--the bus driver and custodian at our high school--is regarded by many students as something of a laicized prophet. He is not only exalted for the merits of his advice and accuracy of information but is also well known as a look out for student smokers. Sam could be considered a poor model but he is effective as a counselor in that students approach him, listen, and follow his advice. Custodians, secretaries, and many other "informal counselors" seem to establish a common ground with students. A number of things come into focus. Kids seem to be interested in seeking information and in talking to someone; adult and peer alike. One thing for certain, these informal counselors are out there where the kids are and the students can connect with someone when there is need for human contact.

What's going on?

Traditionally, counselors may seem more interested in things than students; e.g., scheduling, filling out forms, attending meetings, etc. (Aubrey, 1971). Typically information is distributed in written form. Counselors haven't been available or have been too busy with so-called

"essential tasks,"--tasks outside the students' frame of reference, which may have been translated into not caring. The custodian didn't appear preoccupied with "essential tasks"; and even when one is pushing a broom he can still have time to be a sage.

Students are in closer contact with their peers than anyone; they are easily taught, have time to devote to others, there are more of them than any other group, and they are already doing informal counseling. The professional counselor's role might be to supply appropriate students with accurate and up-to-date information to disseminate and to assist students in being more effective in what they are already doing anyway; counseling. And, it may be more feasible for the counselor to work through these "significant others" than to establish a rapport with new counselees (Carkhuff, 1971). So, the capability to disseminate information and increase the chance of effective human contact and referral for kids might be a multiplication in counselor power.

With administration steadily and narrowly limiting counselors to clerks and program auditors and the state continually mandating counseling functions it becomes necessary to find other ways to meet the personal/social needs of students, I decided to try to proliferate counselor power with high school student-counselors.

Assumptions

Utilization of high school students in a lay counseling role was based on the assumptions that:

- 1) The problems are out there but adequate numbers of trained professionals are not available
- 2) In many cases students provide more effective models than do adults
- 3) Since students are in closer physical proximity to other students than are counselors and are "counseling" anyway, they should be trained to be more effective
- 4) Students can be taught in a reasonable time to handle many elementary guidance functions
- 5) Many students were really interested in their own behaviors and thus might be helped through their training in basic counseling techniques.

Help and Information

A student-to-student service organization, which the members named Help and Information (HI), was started. This organization included students interested in psychology, counseling and related helping areas. One of the goals of the group was to establish an information table on the campus manned by club members during lunch. HI members were given a notebook with data about course offerings, course pre-requisites, elective sequences, basic college entrance requirements, test dates, and high school

graduation requirements. The book also contained accounts of teachers' procedures, local recreation and entertainment facilities and activities, and an approved list of referral agencies outside the school for drug abuse, pregnancy counseling, and venereal disease information and medical attention, etc. Current magazine and newspaper articles and research findings on relevant issues of interest to students was thermofaxed and distributed from the tables.

To measure the impact of this student information service, we recorded a baseline of 153 incidental questions addressed to the counseling staff during a "normal" one-week period before setting up the information tables. Three weeks after the tables had been operating, another count showed a decrease in questions to 62. The second sample was taken during pre-registration week--a week when a rise in incidental contacts was expected.

Limits in perspective

Insight into the extent of student involvement was gained even though the Cartwright and Vogel (Patterson, 1967) study indicated that clients of experienced therapists improved while clients of inexperienced therapists got worse. Many studies indicated that non-professionals had significantly better results on outcome variables and were more accepted. It was suggested that lay therapists may have been more effective because they were selected on

a basis other than intellectual functioning alone. There appears to be a negative correlation between scores on the Millers Analogy Test and counseling potential (Carkhuff, 1968; Patterson, C. H, 1967). So, instruction in basic social learning theory was conducted to increase the quality of interpersonal relationships, training in listening skills, and decision-making processes were discussed and simulated. Club members were charged with providing psychological first aid only; e.g., listen and refer.

Club members discussed legal and ethical issues for lay and professional counselors. The students established guidelines for referrals and discussed case studies of anonymous graduated students.

The criteria for referral were amplified by training in functional diagnosis. This included learning how to establish a baseline, identify antecedent conditions, reinforcers and conditions supporting behavior (Becker, 1971; Koch, 1972a; Patterson, G. R., 1971; Patterson and Guillion, 1971). Students seemed to enjoy exercises in tracking some of their own behavioral responses.

Many referrals were made to this counselor (the writer) by club members. There were nineteen school-related referral agents, from principal to custodian, listed in loose-leaf notebooks. Personal/social referrals for individual and group counseling increased dramatically. This counselor, in effect, became an agent of the student-counselor and enhanced his own reinforcement value through

identification with the student-counselor.

Training

Besides their counseling functions on the school grounds, service club members considered establishing a crisis center. For these tasks there was some rudimentary core-condition training in which Truax and Carkhuff's (1969) empathy scales were taught. Those authors found that competent therapists could be developed in approximately 100 hours using non-professional people with a high school education. We also utilized Ivey's (et al., 1968) video research methods of training lay counselors (without the video feature)--using basic reinforcement skills such as "attending," "reflection of feeling," and "summarization of feeling." Attending behavior, such as eye contact, posture and verbal following is highly reinforcing to the client. Ivey believes attending behavior is the important factor in establishing the counselor as a reinforcing agent as well as providing an explanation for the success of varieties of counseling approaches.

We felt that students trust students; an important aspect of any counseling relationship. Strong (1968) examined influences on opinion change and interpersonal persuasion from a cognitive dissonance framework. He found that opinion change was influenced by communication discrepancy, and the client's perception of the communicator's expertise, trustworthiness, attractiveness, and involvement

with the subject. Trustworthiness appeared to be more important in facilitating change than did expertness.

Some helping activities

One of the helping activities which HI developed was a Big Brother/Sister cadre. Club members oriented incoming freshmen and new students and also established a tutoring service. They worked in the counseling department as receptionists, operated college selector machines for students seeking college alternatives, assisted students in using the career information files and helped with preparing and sending out survey materials. Club members also helped students make program changes and collated planning forms after registration to establish priority counseling lists. Many HI students are positive peer models; athletes, scholars, active in student affairs, etc. Thoresen and Krumboltz (1968) demonstrated that social modeling, especially by models perceived as attractive or in some way of high status, and application of reinforcement increased student information seeking behaviors.

Bandura (1969) discussed the concept of modeling and vicarious conditioning at length. He stressed that an unusual amount of human behavior is learned through observation of another's performance. My idea was to influence, to some extent, what was modeled.

Service club members made one of their biggest contributions by helping in pre-registration. They visited

feeder schools with the counselors to assist new students in their selection of courses. They also helped students during our college-type self-registration.

"Training as a treatment mode"

Counseling contacts with club members increased. In fact at the time of this writing I have seen close to sixty per cent of the club members in individual counseling of a personal/social nature. Club members felt they experienced change in outlook and behavior because of their training and help to other students. Students in need of counseling help were not discouraged from taking part in the HI club. Carkhuff (1971) cites a number of studies demonstrating significant improvements in clients using "training as a preferred mode of treatment." He said:

A most direct form of training as treatment, then is to train the client himself in the skills which he needs to function effectively. The culmination of such a program is to train the client to develop his own training program. To say, "Client, heal thyself!" and to train him in the skills necessary to do so is not only the most direct-but it is also the most honest and most effective-form of treatment known to man (Carkhuff, 1971, p. 127).

Ancillary benefits

For some of our bi-monthly evening meetings we invited speakers from the San Diego psychological community to discuss and demonstrate counseling techniques such as decision making, transactional analysis, and re-evaluation therapy. Field trips were planned to visit nearby mental, penal, and health facilities.

Club members helped develop and pilot programs of contracts manifest from our systems approach to guidance; a career planning paradigm (Koch, 1972b), and simulation games such as a career decision making model.

Students handled their own publicity by making posters, writing notes in the daily bulletin, and writing articles for the school and community newspapers. An advice column in the student newspaper is being considered for next year.

In the future we plan to conduct surveys and do some research on student concerns and difficulties. We have already increased our liaison with the community by speaking before community groups and by planning for a fund-raising campaign for a local community free clinic.

Conclusion

Service club members increased counselor power by making more individual attention possible for each member of the student body. The role of the professional counselor in the club became one of counselor-educator.

Counselors noted a decrease of incidental and rudimentary questions with increased contact on more significant concerns. Service club members' activities stimulated interest in the educational/vocational domain while exposing the counselor as a helper in the important personal/social dimension.

The student body now has models who show an interest

in them as well as a "professional" interest in the helping services. So, even though we haven't made Sam a counselor the quality of peer-counseling has increased and amplified the perception of the counselor as CARING. It all adds up to more counselor power.

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ABSTRACT

COUNSELING FOR THE SEVENTIES: A
COMPENDIUM OF PUBLISHED ARTICLES

by

Joseph Henry Koch

"The Trouble With Counseling"

This article, which appeared in the January '72 edition of The School Counselor, talks about what counselors have done, are doing, and what the author, a school counselor, thinks they should be doing. He discusses some factors operating to narrow the counselor's role: the student stereotype of counselors as "schedule-changers," the administrative view of counseling as a clerical function, the "psychiatric myth" which casts any person in a helping profession in the role of dream analyst and explorer of the dark unconscious.

The writer sees counseling as the major pupil personnel service available on the school campus. Counseling should be concerned with helping the student replace maladaptive behaviors with adaptive ones. He feels the action-counselor must base his/her approach on learning principles. The author explores behavior-modification as a counseling technique in relation to student socio-economic and cultural levels, its empirical relation to learning

principles, and compatibility with the educational setting. The writer further details the responsibility of the administrator in facilitating counseling success.

"An Applied Systems Approach
to Career Exploration"

The author here describes in detail a systems approach to a traditional counseling service: that of providing career guidance and information to the high school student. The writer, a practicing counselor, outlines some of the "pre-system" problems which must be overcome in instituting any guidance system which has the aura of social technology.

The career-exploration service is integrated into four phases of personal exploration undergone by the student with the aid of the counseling department. The writer outlines how the system helps the student in:

- Phase 1: selection of a post-graduate goal.
- Phase 2: self-evaluation.
- Phase 3: study of career goal requirements.
- Phase 4: the projected high school program.

The author discusses the benefits of the systems approach in terms of increased counselor effectiveness, possibly because of the altered counselor role; the involvement of the academic departments in the counseling function; and the possibility of providing more in-depth information to greater numbers of students. In addition, the writer's plan integrates the parent in the goal-setting

and planning process. Many parents have felt isolated from the school environment in the post-Sputnik educational era. In the middle-sized suburban high school which serves as the case study, career planning is something the student, not the counselor, does.

"Counseling Where It's At"

The author-counselor underlines the necessity for a change in counselor "style"--both in personal presentation and availability. He then goes on to describe a variety of counseling programs whose keynote is authenticity. He describes the creation of "critical incident" rap groups where real cops and real students are able to dialogue about the student friction in the community; and members of the two generations can talk to one another across the "gap" with the aid of the counseling staff. The writer also describes a change in the structure of the counseling department's use of personnel. An intake process has been established which permits the counselee almost immediate contact with a counselor. This differential use of counselors is an attempt to meet each counselee's specific needs and expectancies of counseling by having an intake counselor screen the student's entering concern and then helping the counselee match his need with the appropriate counselor or intervention approach.

"Counselor Power"

In this article the writer details the establishment of a program using lay counselors--the high school students themselves--to provide information and referral services on campus. The writer describes the training given these students in detail and outlines some of the specific services, such as student-to-student help and information, the club can provide to the school and the community. In addition to some of the obvious benefits of such a service, the author also observes the "training-as-a-treatment mode" effect on members of the student club.

Conclusion

In conclusion, the writer, a counselor, sees authenticity, humanizing uses of social technology, and full use of the total school population in the counseling role as keynotes for the counseling profession in this decade.

COUNSELING FOR THE SEVENTIES:
A COMPENDIUM OF PUBLISHED ARTICLES

By

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B. A., Michigan State University, 1958

M. A., San Diego State University, 1962

Ed. S., Michigan State University, 1970

A handwritten signature in cursive script that reads "Joseph Carol". The signature is written in dark ink and is positioned above a horizontal line.

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July, 1972

PREFACE

The four articles which follow: "The Trouble with Counseling," "An Applied Systems Approach to Career Exploration," "Counseling Where It's At," and "Counselor Power" make up something of a geography of the counseling field today. Two articles have appeared in the journals The School Counselor and Vocational Guidance Quarterly, and two are under consideration by The School Counselor and California Personnel and Guidance Journal (under submission), respectively. The writings explore the counselor's role in relation to school administrators who often hold stereotyped notions of the counselor as a schedule monitor, acting under pressure from the community to quantify and measure school achievement in relation to cost. Also defined is the locus of the counselor in relation to the changing needs of the student community in the 70's; and finally, the articles place the counselor in relation to the larger field of psychological research and trends in humanistic psychology.

During his double career as a guidance counselor at a middle-sized suburban high school while a graduate student himself, the writer has remained a student of human behavior from both sides of the counseling table.

The writer's graduate studies during the 60's have bridged the "psycho-popularity" of Freud, Rogers, and Skinner. Yet his concern in these and other publications has been to translate the theoretical concept into helping the live and troubled student.

The writer's professional service in education has seen the emergence of the student in this country as a political force with which to be reckoned. He sees the counseling role in relation to the larger community as well as the student and describes the implementation of programs to help close both the community gap and the generation gap by enabling real students to talk with real cops, parents, district attorneys and professionals on the school grounds. Also under the category of "humanizing" the comprehensive high school, the writer describes a student-to-student information system which was developed to integrate the new students and provide a necessary information service for the older students.

The element of professional dialogue here enables the counseling professional to examine the articles in relation to the current "schools" of humanistic or behavioristic psychology. The writer also provides enough "nuts and bolts" information about the workings of his counseling systems' approach and student helping service for the school counselor to implement such programs in their own schools. The counselor feels that well-designed

client-centered systems are more, not less, humanizing for the student and prevent the fragmentation of counselor skills.

The four major components of this compendium appeared originally in professional journals as four separate articles.

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ARTICLE I

"THE TROUBLE WITH COUNSELING"

"THE TROUBLE WITH COUNSELING"

The trouble with counseling is that counselors don't counsel. The seeds of this predicament appear to be embedded both in the dissonance seething between counselor perception and administrative expectancy of the counselor's mission (Hart and Prince, 1970) and in the inability of the various counselor persuasions to agree upon their role and function (Stefflre, 1964, 1965; Stefflre and Metheny, 1968).

The Trouble With Counseling is What Counselors Do

What is done in the name of counseling was once described by Stefflre (1965) as a "many splendored thing." There are numerous well-established counseling "mispractices," so well stamped in, many established counselors can no longer discriminate what they do, and consider counseling, from what they should be doing, which is counseling. Clerical, registrar, and quasi-administrative tasks imposed by school administrators are limply followed by "counselors." With these roles it is impossible to demonstrate valid counseling outcomes. Counseling skills atrophy as non-counseling tasks are reinforced by administration. This is especially perplexing considering the

complex issues with which students are faced, such as: student unrest, drug abuse, race relations, inability to communicate, ad infinitum.

Until counselors change what they do, student expectancies of them as "schedule changers" will persist. Students will go to a counselor mainly to change a class because that's what they see him doing. "Counseling" will remain narrow, and administration will persist in subverting and exploiting both the practice and the practitioner. A major effort to agree upon role and function therefore, looms as paramount. Administrators are calling for a definition of counseling.

What's in a definition?

The administrator will define administration based on his value system and orientation. So it is with the counselor. His counseling definition would reflect his attitudes toward human beings and the means for changing behavior. The definition offered by Krumboltz (1965) should be acceptable to most counseling persuasions and is still valid in 1971: "Counseling consists of whatever ethical activities a counselor undertakes in an effort to help the client engage in those types of behavior which will lead to a resolution of the client's problem." This definition establishes an ethical counselor-counselee relationship within which student behavior changes will resolve student problems. However, it does not prescribe

the technique used to bring about that change. What's left then is a concern for outcome.

When a counselee engages a counselor the counselee expects results. Within explicitly stated limits, which will be discussed later, the counselor must demonstrate in measurable or observable fashion that he can produce such results; implicit here is behavior change.

A counselor can increase his success if he attends to scientific guidelines. Such a guideline might be, that behavior change cannot occur for any counselee with any counselor unless the counselee recognizes he has a problem and wants to do something about it (Carkhuff and Berenson, 1967; Kagan, et al. 1969). Within this context, it is futile for administration to routinely refer all discipline, truancy, and "class cut" "problem-students" to the counselor (no matter how well these "crimes" may establish in the administrative mind that the student has a problem). So it becomes evident that the outcome measures, not the definition, should receive administrative and counselor attention. The issue is, what outcomes?

The Trouble With Counseling is
What Counselors Don't Do

Many administrators appear suspicious of the counselor as a person because of a misconception of the perceived "psychiatric" stance embodied in counselor as a word. Administrators may feel a "subconscious" threat to their public relations image and tend to sublimate this threat by

assigning harmless paper and pencil jobs to the counselor. The administrator's clinical strawman must be emphatically abrogated.

The psychiatric myth

School counselors are not interested in neurosis, psychosis and diagnosis but are more concerned with changing behavior. Many dynamic schools (client-centered, existential, etc.) would hold with this position. The insight therapist (psychoanalyst--of which school counselors are not) attempts to reorganize the client's personality; the school counselor, as a social learning theorist, seeks to extinguish aberrantly learned behaviors and replace them with adaptive ones. For the school counselor, clinical diagnosis is absurd, potentially dangerous, simplistic and not within his purview (Szasz, 1961).

What does a person do when he is paranoid, anxiety ridden, or schizoid? Instead of being possessed with "demons" there are now "complexes" (Hosford, 1969). There may even be a correlation between occasional counselor thinking in such limited and useless terms, and his relative inability to help those who do not fit convenient stereotypes. Thus, the use of pathological labels may involve a social judgment influenced by, among other things, the normative standards of the counselor (Hosford, 1969, p. 4). Kesey (1962), in One Flew Over the Cuckoo's Nest, delightfully and tragically illustrates how the roles played in a

mental institute greatly resemble the self-fulfilled prophecies of clinical labeling. It may be more comforting to live out the diagnosis than it is to face reality. Much more could be accomplished by examination of the structure of the counselee's concern. Kagan (1969) illustrates how the client's identification of stimuli is crucial to growth in counseling.

The inability of the administration to understand the counselor's role may partially reside in the long, well established, social usage of high abstract psychoanalytic jargon. It is difficult to break such deeply rooted bonds and develop new methods of responding. Many counselors, like most in our society, have learned to extract explanations from such clinical terms.

It is axiomatic that counselors in a school setting would not practice such mystical wonders as dream analysis, analyzing the deep dark dungeons of the unknown or unconscious, be concerned with the amorphous and almost unavailable childhood self-report, establish transference and countertransference relationships, engage in free association or project symbolic meaning into non-verbal behavior. All of the above cases are probably more a function of the diagnostician's rich fantasy life than of the client's personality dynamics.

The zeitgeist of "instant" this and "instant" that operates in dissonance to counselee expectation and outcome. Behavior conditioned over a fifteen year period cannot be

altered in one or two meetings. Blocher (Whiteley, 1967, p. 7) found that successful outcomes in counseling were associated with nine or more counseling sessions. Administrators often view the counseling process in limited brushfire or first aid dimensions. This perception confuses a counseling process with an intake interview.

About this time the administrator is saying, "O.K., counselors aren't shrinks, and we've misused them. You say counselors should get together and decide upon role and function but you say a definition is unimportant. What is it then that counselors do?"

"We want action!"

Counseling is the major pupil personnel service and the behavioral approach is an appropriate counseling paradigm for the school counselor interested in outcomes. The behavioral approach is positive, incorporates scientific procedures, and is a systematic model for changing behavior (Stewart, 1970). Laymen use many behavioral techniques daily, however, in an unsystematic and uncontrolled manner, often resulting in aberrant behavior. A systematic application of behavior modification procedures is quicker, action-oriented, measurable, prone to encourage more treatment approaches, appeals to all socio-economic and cultural levels, is steeped empirically in learning principles, and is compatible to an educational setting (Bandura, 1969).

Although the behavioral counselor is action-

oriented, he utilizes effective tools from some dynamic schools. Empathy, the sine qua non of the Rogerian, and differentiation, the crux of the phenomenologist, are very important for the behaviorist. In and of themselves, empathy and differentiation may be insufficient to promote change in every case (Whiteley, 1967, pp. 196-7).

Let's get our bearings

To congeal present thinking one could generally point to two counseling approaches, insight and action, and identify three general and important ways the two approaches differ: 1) dynamic vs. non-dynamic; 2) acceptance and utilization of learning theory; and 3) technique vs. attitude and/or relationship (Stefflre and Metheny, 1968, p. 23).

Now you see it, now you don't

Many insight therapists are prone to view symptoms in mentalistic terms involving underlying causes or dynamics. One might hear the Freudian describing behavior in terms of psychic energy transformations among the Id, Ego, and Super-ego. The Adlerian might explain behavior in terms of a person's "life style" in overcoming or compensating for his inferiority. Conversely, the behaviorist is concerned with the observable and measurable conditions controlling behavior; a cause and effect explanation. As Lundin (1969) explained: "Cause of behavior is a change in the independent variable (antecedent environmental

conditions)." In all too many cases the practice of explaining behavior in mentalistic terms resembles what Lundin (1969, p. 39) refers to as the dependence upon "intervening variables." These are hypothetical constructs not subject to direct observation or analysis and possibly more a product of the counselor's orientation and value system than the counselee's behavioral history or functioning. The counselor, it would appear, must now pay more attention to antecedent conditions and outcome.

Learning theory: the basis for change

The action-counselor bases his approach on principles of learning. The major principle is Thorndike's "Law of Effect" or satisfactory results; reinforcement. Maladaptive as well as adaptive behavior is learned, to a great extent, due to this principle. A response has a reinforcing effect, therefore it is repeated. On the other hand, a response not reinforced, weakens. Now three critical ingredients have been outlined: antecedent conditions, reinforcers, and outcome or response. Inappropriately, the culture, as opposed to assessment of stimulus conditions or reinforcement contingencies, generally determines normality (Lundin, 1969). Due to the variant counselee and counselor input, dynamic counseling, like the behavioral approach, is not the only royal road to wisdom and happiness, and symptomatic behavior is not necessarily "mental illness," but simply an inappropriate learned habit

(Hosford, 1969; Lundin, 1969).

Human conditioning is not a static or single event. Reinforcers, primary and secondary, vary. Deprivation and satiation, as well as values, shift. People learn to discriminate and differentiate accurately and inaccurately. This plays a role in interacting with the environment as well as promoting effective responses to the environment. Responses extinguish over varying periods of time and depend, to a great extent, on contingency schedules or relationship to reinforcers. It has been established that intermittent reinforcement schedules produce more firmly established habit strength (Lundin, 1969). "A comprehensive theory of human behavior must encompass all three sources of behavioral regulation, i.e., stimulus control, internal symbolic control, and outcome control" (Bandura, 1969, p. 45). So one can understand the reason it takes time to understand and change behavior and why many dynamic counselors explain behavior in high abstract terms.

The How Of It

A more specific and lucid understanding of counseling, its basis and the role of the school counselor hopefully will begin to eradicate school administrators' apparent fears and bridge the gap between counselor perception and administrative expectancy.

Counseling, one of the guidance services, grew out of the inability of human beings to cope with their

developmental and environmental problems. The definition of counseling previously stated stipulates "resolution of the client's problem." This infers behavior change. The main goal of the counselor is to help each client resolve his individual concern. The extent to which the counselor can accomplish this will determine success (Krumboltz, 1965). No one goal can possibly be satisfactory for all individuals, yet counseling must be a goal-directed procedure (Hosford, 1969; Whiteley, 1967).

The counselee formulates the goal. The counselor and counselee determine the means for achieving the goal (Krumboltz, 1965; Stewart, et al. 1970). The goal must be ethical and legal (otherwise the counselor should refuse to assist the counselee). The counselor helps the counselee establish a behavioral objective. To accomplish this he must first help the counselee define his problem in palpable terms. Epistemologically, the counselor then helps the counselee explore the conditions, environment, the people involved in the problem and the various levels and dimensions of each. This exploration could be considered the "who, what, where, when, and how" of it. An indispensable adjunct to assessment is the determination of discriminative stimuli (antecedent conditions or independent variables), and what reinforces the client's current behavioral responses.

To understand whether any progress has been made in counseling, the counselee is aided in establishing a baseline

of his present problem behavior. For example, in changing a well-established habit, one might record how many times in a given period the habit is practiced, the average duration of the habit when it is demonstrated, and possibly the magnitude. Later, a culminating and comparative baseline can be taken and compared with the initial baseline.

After the baseline has been determined, a behavioral objective is then established and agreed upon. This includes: (a) what the counselee will be doing differently as a result of the counseling experience; (b) the conditions under which this terminal behavior will occur; and (c) the criteria of successful performance (Stewart, 1970). This is a contractual arrangement between the counselor and the counselee.

The counselor then determines the tasks that must be conducted to complete the objective. The counselee must approve of the tasks. The counselee who experiences this systematic process certainly becomes more aware of himself, his methods of dealing with his environment, his values, expectations, strengths, weaknesses, responsibilities, reality, and in addition he learns more reinforcing responses applicable and transferable to other situations.

The general areas of school counselor concern encompass Educational/Vocational and Personal/Social matters related to students, parents and staff. These concerns are handled by counselors in individual and group settings. Within these realms there are a number of task operations

such as: (a) helping the counselee learn to collect and assess data; (b) helping the counselee learn how to make considered decisions; (c) assisting the counselee in the process of how to solve problems and resolve conflicts; (d) referring counselees when appropriate; and (e) conducting conditioning and learning experiences (Stewart, et al., 1970). The most frequently employed conditioning approaches are shaping, social modeling, counter conditioning, and extinguishing responses (Bandura, 1969; Hosford, 1969; Lundin, 1969; Stewart, 1970).

The counselor may use any number of techniques; some might include asking questions, listening empathically, forming hypotheses, giving feedback, clarifying, summarizing counselee statements, reflecting feelings, restating, connecting themes, confronting the counselee with reality, supporting the counselee at the appropriate moment, helping the counselee examine alternatives and modeling (Blocher, 1969). The counselor would also outline hypothetical outcomes and consequences of counselee decisions and behavior.

The counselor's stance is to be non-judgmental, warm and communicating optimism in his abilities and training (Carkhuff and Berenson, 1967). He attempts to be genuine, open, empathic, sensitive, incisive, flexible and does not impose his values inordinately. With such powerful attention the counselor establishes himself as a reinforcing agent, the antecedent condition to mediation.

The counselor must assess the probability of success. Due to the complex individual inputs each counselee brings to counseling, referral becomes an important counseling task. The counselor should refer when: (a) he does not possess the competence to handle the problem, i.e., neurological and physiological dysfunctions requiring brain stimulation or drug intervention, some complicated mental imagery problems manifest in high-order conditioning, introceptively learned autonomic responses, etc.; (b) when there is insufficient time or facilities to resolve the concern (about ten counseling sessions); (c) when the counselee and counselor cannot reach a contractual agreement as to goals and tasks; or (d) when there is another agency better able to help the counselee (Stewart, et al., 1970).

The problem of insufficient time is a real counseling bugaboo. At present counselors cannot handle the burgeoning guidance problems individually. Guidance decision-making might best be implemented in mass through a systems approach (Havens, 1970) and use of simulation techniques.

Resolution of the counselor's conflict

The school counselor is believed to possess the above attributes and operates within the previously mentioned limits but finds it increasingly difficult to communicate optimism in his ability and training in light of the school administrations' misuse of his skills and time.

In the 1970's it is imperative that counselors (not administrators) define their own role and function and demonstrate physical exemplars of specifiable individual outcome. It must be clear that there cannot be a single outcome. Krumboltz said, "The goals of each counseling session are different for different clients, and therefore it is impossible to apply a single criterion to evaluate counseling in its totality (Whiteley, 1967, p. 193)."

The administrator's role is to provide the climate, time, facilities, and atmosphere necessary for the professionally certified counselor to obtain results. Eliminating non-counseling tasks, providing money for in-service retraining, protecting counselor-counselee privacy and facilitating counselor-counselee contact are the necessary conditions for the efficacy of counseling and a responsibility of administration.

The counseling process as differentiated from the psychotherapeutic construct is characterized by shorter treatments, fewer interviews, attention to current concerns involved in the student's developmental process, emphasis on the conscious, attention to environmental influences and to the problem more than the counselee himself, although the two cannot be completely separated. Though counselors focus on counseling and not on psychotherapy the boundaries may overlap from time to time (Stefflre and Metheny, 1968).

Just as there is a contractual arrangement between the counselor and his counselee to effect behavior change, a

similar arrangement between the counselor and the school administration might help resolve the school counselor's conflict and therefore begin to resolve the trouble with counseling.

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ARTICLE II

"AN APPLIED SYSTEMS APPROACH
TO CAREER EXPLORATION"

"AN APPLIED SYSTEMS APPROACH
TO CAREER EXPLORATION"

Student enrollments continue to expand, pressures for early vocational choices increase, and, in general, the world of work becomes increasingly sophisticated. Under these conditions the average secondary school student, not to mention the counselor, finds himself in emotional and behavioral contortions. Consideration of new approaches to the career guidance function of secondary school counselors seems essential. This need is emphasized by Osipow (1968): "In 1969, instrumentation and technique for conducting and investigating vocational counseling and vocational psychology are fundamentally the same as in 1948."

The applied systems approach to career exploration described herein and partially operating at San Dieguito High School, Encinitas, California, is a process-oriented decision-making counseling paradigm. The San Dieguito System, in its first year of operation, after a one-semester pilot study, is a process as opposed to an ideological or theoretical construct. It is a rational model of manipulative components, each separately alterable with the purpose of enhancing the total system.

The system promotes an iterative process of

analysis-synthesis (Silvern, 1968), which can be observed in many facets of decision-making and problem-solving. Emphasizing the psychosocial dimension, the student is guided into contacts with professionals, laymen, and parents in an effort to increase the frequency and quality of student guidance and counseling interactions.

Some "Pre-System" Problems

Social and technological developments are often accompanied by a concern over loss of identity and a sense of depersonalization. Loss of student identity was a major stimulus in developing the San Dieguito System. The four counselors at San Dieguito were unable to meet the needs of all the 1,600 student population. They sensed that a large "unidentified, uninvolved, and lost" segment of the student body was quietly passing through the four years (or dropping out) without experiencing one meaningful counseling contact. Students typically not receiving attention were minority students, students with deficits in assertiveness, and students who could find few, if any, programs offered in the school to meet their individual needs. A total guidance process was needed to involve the student and noncounseling staff in exploration and planning, supply greater amounts of information, and free counselors to attend more to the mounting personal-social concerns.

The San Dieguito System

The system's package consists of four phases the student may experience as he progresses through high school. These are: (a) selection of a general post-graduate goal; (b) a self-evaluation; (c) investigation of the training requirements, situational determinants, and tasks necessary to achieve the post-graduate goal; and (d) establishment of a projected high school program.

Phase one: Selection of a post graduate goal

The student is asked to commit himself to a tentative post-graduate goal, i.e., a four-year university, a two-year college program, a vocational training program, undecided as to whether to go to work or school. When this tentative goal is established, the student then checks the values he wishes to receive from his post-graduate plan, i.e., make money, receive recognition, work with people, or others.

Phase two: Self-evaluation

This phase is an adaptation of Hamrin's Square (1946). Hamrin's Square is simply a tool (a piece of paper, sectioned off into areas in which the student records his aptitudes, interests, achievement, and personality factors) used to help the student focus on these patterns. Performance tasks demanded by a given career, situational determinants, values, interests, aptitudes, feasibility, and forecasts for job stability appear to be

the most prominent areas concerning exploration for career success. The California Guidance Record (a computer print-out of student information such as grade point average [GPA], grades, test scores) supplies the student with his own pertinent achievement and aptitude data.

Phase three: Study of goal requirements

This section is a four-page folder that asks specific career questions related to requirements, job performance, forecasts, and the like. The student can perceive the quality of performance that may be expected and how much information affects the planning process.

A typical example of questions in Phase Three was taken from the Technical, Trade, Business, planning section.

1. What aptitude qualifications are recommended for this occupation?
2. What are the opportunities for continued employment in your selected field?
3. What specifically does a person in this occupation do in a regular workday?

Questions such as the above are followed by a checklist of job values and then a synthesis of the first three phases is made. The student is asked to compare his capabilities, interests, and values with those required by the occupation.

Viewers and copy machines that project up-to-date

career information from microfilm are located in such areas as the library, counseling office, and the ninth-grade vocational classroom. They are available to the students at any time. In the future each classroom will contain a television set that counselors will be able to use for guidance during advisory periods.

Phase four: Projected high school program

This part is a schematic representation of graduation requirements on which the student checks off the requirements already met, circles the number of credits completed, and compares his current GPA with the stated GPA required for graduation and for the post-graduate goal. This process supplies the student with graphic evidence of academic progress. Further, the student is asked to project his tentative four-year program based on information gained in the previous phases. This should enhance the possibility of completing an acceptable program that meets not only requirements for graduation at the conclusion of the twelfth grade but also entry requirements for the job or school chosen. An additional stimulus is the opportunity for parent-school and parent-child feedback, inasmuch as parents review Phase Four with the student and are expected to participate in the planning.

There are five to eight "working pages" necessary to the system, and additional tables and data sheets to assist in completing the necessary program. For example, expectancy tables are included so that a student can compare

his percentile test scores, GPA, etc., with those of previous San Dieguito students who attempted or were involved in similar goals. Other easily interpreted tables contain the recommended academic courses for given GPAs. All tables are graphic, easy to read and interpret, not detailed, and have concise directions.

A color code facilitates student use of the system, provides a roadmap for transition from one phase to another, and assists in organizing, screening, and flagging students who may need prompt attention, information, or referral to a staff member.

Altered roles increase counselor effectiveness

The system helps counselors meet the needs of more students by freeing them from inappropriate contacts. More personal-social counseling, individually and in groups, is now taking place.

In the past the counselor was swamped with people asking questions or seeking help when such help could properly have been received elsewhere. A "priority counseling feature" (Smith, 1967) increases the probability that students who want and need help, receive it. There are three aspects to this feature: increased contact with staff and parents, self referral, and indirect identification. Subject-oriented questions, normally asked of counselors, are fielded by advisory and classroom teachers as the student must seek their approval for course

selection. Questions more suitable to sources such as the registrar, work experience coordinator, are channelled accordingly.

Too often counselors are "asked" by administration to call-in all students concerning their schedule. Many of these students do not require or wish assistance and the time spent trying to arrange appointments is inefficient and expensive. In the planning or pre-registration process forms are provided so the student can indicate whether he requires help. The amount of counseling time needed is estimated from the category he checks. Later, student aides collate this data and supply the counseling secretary with the names of students indicating the need for help. For those too timid to seek help an indirect means is used for identification. If they cannot elect a tentative post-graduate goal, for instance, they check the "no plans" or "undecided" category. The counselor aides list those names from these sections and supply the secretary with a list for appointments. A "no plans" choice, made out after seeing advisors, teachers, and parents, usually indicates someone who requires counselor attention. Student aides also monitor mistakes in course selection which might indicate assistance is required. First, an ALERT form is sent to the student and he may correct his program through the secretary. Students having difficulty with credits, grades, etc. see the registrar first and then the counselor; if the problem cannot be alleviated by

the registrar. Another feedback mechanism is the placement of ACTION sheets in registration and at key campus locations (student activities office, library, snack-bar). Students indicate on an ACTION sheet the type of counseling they want and in what context (individual or group).

Systems materials answer many routine questions ordinarily asked of counselors. Housing permanent records in an accessible place (advisory teacher's room) reduces needless counselor contacts. Booklets containing sequences of courses over four-year periods, prerequisite information, and course descriptions also answer many questions.

Counselors once spent a great deal of time disseminating data to students, if they could remember which students were interested in what information. Student aides check student planning forms, make lists of students by Post Graduate Goals and major course of study, and the secretary then sends these names to the appropriate department heads notifying them of the students' interest and requesting that the department members contact students for discussions. Thus the departments become involved in vocational-educational guidance.

Whenever new data, opportunities, a speaker, or relevant activity is known that might be of interest to students, the secretary utilizes lists established earlier and disseminates information to the proper students. Examples of data disseminated are: notification of Job Corps opportunities for drop-outs and graduates, ROP

(Regional Occupation Program) to seniors and drop-outs.

In the future even more effective use of staff should be realized through programs being developed or in partial operation now. For example, videotape presentations will be produced by counselors displaying orientation procedures, technical interpretations of tests results as well as testing, and students modeling system procedures (Bandura, 1969) or dealing with appropriate student program choices. Career simulation games have been developed and should play a greater role in the future.

Implications

Under the San Dieguito System counselors have more time to spend on personal-social problems, as many advisory and information giving roles are shared by others. Within the system the student is assured a minimum of three different counseling contacts. Once the student is involved, the whole counseling procedure changes. The counselee seeks out the counselor or identifies himself through the color code or feedback mechanism. The stereotype of the counselor as a registrar is fading.

Career planning is something the student does. Counselors should not have to serve as memory banks for the entire student population. The concept of the counselor who knows all and sees all about each pupil in his group is not only unrealistic but impossible.

The real counseling challenge has always been the

extent to which a counselor can help his students understand themselves and change behavior. The opportunity for developing such an effective counselor role in the personal-social as well as the educational-vocational realms is becoming more feasible at San Dieguito High School.

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ARTICLE III

"COUNSELING WHERE IT'S AT"

"COUNSELING WHERE IT'S AT"

Counseling technique and ability is the only service the counselor has to offer. Almost anyone can do the other functions: i.e., guidance, educational planning, etc. Especially in the personal/social realm it is counseling that we seem to do the least of and in this day and age counseling is what we have the greatest need for. So in the personal/social domain it may be time to break the counselor's bubble and carry the counselor to the student and a variety of real-life situations.

Unapproached or unapproachable?

It is unrealistic to assume that all counselees will refer themselves to a counselor sitting in an office. Traditionally counseling has been restrictive and selective. The counselee may not be able to relate to his counselor, or can't get past the vice principal's office. Many students do not recognize their concerns and some lack the assertiveness for self-referral. Lower socioeconomic youngsters, especially, derive little therapeutic value from playing with verbal imagery or abstract discussions detached from their environment. Further, cultural, sexual, or social factors, as outlined by Blocher

(1967) may interfere with a student's initiative to come in for help. Sprinthall (1967) mentioned that the counselee's condition prior to treatment may not only affect the outcomes of counseling, but also determine whether he gets there to begin with.

Our problem or theirs?

As in the past we cannot indiscriminately call students in who may not need or wish to be interviewed. In guidance a priority system can be developed for inviting a student in to see his counselor or for setting up a group program (Koch, 1972). The system is a means of detecting and sending for students who may meet the criteria of need for counseling in stated areas: i.e., academic performance not consistent with post-graduate goal choice, or students who indicate "no plans" after high school. Unfortunately, it may be more comfortable for counselors to sit and wait for students to come to them. Lewis and Lewis said it quite well:

Fear of being lured into a choice between the sanctity of the counseling relationship and loyalty to the institution . . . often forced school . . . counselors into avoiding contact with students in settings other than their protected offices" (1971, p. 754).

So, it appears that counselors may not be able to reach all students and that there are important counseling and guidance tasks that may not require face-to-face encounter. Also, systems' concepts in the appropriate hands may be useful in rectifying some of the ills brought about

through technological advancement (Gamboa, et al., 1972).

Bridging the Gap

The natural habitat

The counseling milieu in the past had extended to my home, the rooters' bus, hunting quail and rabbit in the boonies, etc. Last year, thanks to the mild Southern California climate, I increased the frequency of what I call "patio counseling" to four days a week. One day was spent in the faculty dining room maintaining staff communication--usually on overcast or cold days. Wearing a short sleeved sport shirt I brown-bagged lunch on the students' patio or anywhere students hung out on the school grounds. Student encounters thus became more than the ephemeral visit to the counseling office. Meetings in the students' territory permitted counselor contact with important persons with whom the counselee interacted.

I receive many tips from my current or past counseles concerning kids who are upset or in trouble. Upon my being accepted as a patio or lawn fixture it is not disturbing or suspect if I sit near someone I may wish to engage in conversation. In many instances the person from whom the tip came wishes to remain anonymous. Upon establishing contact and within the bounds of pacing and the nature of the person's concern as outlined by the referant, I waste as little time as possible getting at the student's concern. Usually, I approach this by mentioning

that I sense their sadness, worry, hostility, etc. This reflection on my part is usually enough of a cue to permit the person to relate his concern if he wishes. With critical cases I sometimes find myself missing my 12:30 appointment.

Critical Incident Rap Sessions

Goldstein, Heller and Sechrest (1966) suggested that the most appropriate place to counsel depends on the topic under discussion. Last year "critical-incident" rap sessions were initiated with police, parents, and teachers. Vital issues such as drug abuse, parental communication, etc. were stimulating. All rap-sessions are voluntary and there is a no-bust policy. Participants use only their first names and parent-student raps do not involve conjoint family encounters. Two parent-student rap-sessions extended to fourteen and nineteen weeks. Ninety-three per cent of the thirty participants who responded stated in a questionnaire that the groups were meaningful and helpful to them personally. Of the five groups operating last year 89 per cent of the participants said they'd recommend taking part in the groups to their friends. Presently, the number of critical-incident groups have been increased to include such themes as Chicano consciousness, marriage, college and vocational planning, parent-teacher and pupil-teacher raps. These groups supplemented the traditional student counseling groups: i.e., new students, students referred by

vice-principals or teachers for "inappropriate" or self-defeating behaviors, educationally handicapped, etc.

Genuine stimuli elicit typical responses

The presence of police and parents produced subliminal cues and stimuli which evoked legitimate reactions. In turn students elicited typical responses from police and parents. Some of the most rigid cops came to grips with ways they were coming on with kids, and dissonance was created in the minds of numerous students who began to perceive their parents differently.

Methods of recruitment

To invite parents to the groups, letters were sent with registration forms to every parent in our district. However, students were obtained in numerous ways. At our college-type registration we handed out "ACTION" forms on which students who felt a need to see a counselor indicated so by checking the general nature (educational/vocational or personal/social) of his concern. He also indicated whether he preferred group or individual counseling. (Personal/social concerns were handled almost immediately.) This service was also advertised in our daily bulletin. We screened referrals from teachers, vice-principals, counselors, and all students who referred themselves.

This year in the letter to parents, unless an educational/vocational group, we requested that they agree to take part for at least nine weekly sessions. Blocher (1967)

has indicated that it takes at least nine weeks for anything significant to occur in a group.

Verbal counseling or even role playing in a group may not have as realistic a tenor as that experienced when actual antagonists are present. Goldstein, Heller, and Sechrest define the psycho-mechanics of using real parents and cops in student encounters: "The presence of actual stimuli can be expected to facilitate the arousal of response to a level at which they can become more clearly the focus of therapeutic efforts, as well as to facilitate transfer of new responses" (1966, p. 228).

What Goes On

Korzybski said "The map is not the territory" and I'm sure I cannot describe what really occurs in the groups or out on the school grounds. Perhaps sharing what I perceive is going on and what I feel should be happening will give the reader some insight into the "territory."

In groups such as the parent-student, marriage and other personal/social groups I didn't want the group to supplant the family as the reinforcing social unit; as appears to be the trend today (Mowrer, 1972). We wanted the group to strengthen the family unit by helping family members develop new positive communication and interaction patterns. Certainly, how emotional response patterns extinguished in the home (awareness of how a show of affection diminishes) are carefully scrutinized and new means of

re-establishing these are considered.

The focus

What seems to make our groups compelling is that everyone in the group is there because of the issue or theme as advertised. Participants focus almost immediately on the theme as it relates to them and others in the group and they intensify their scrutiny as time passes. Such involvement facilitates an authentic and insightful interest in the other fellow's concern.

During the sessions the facilitator teaches the structure the group will follow (functional analysis) and channels group effort into cooperative action for each individual concern. So, critical issue groups provide individual counseling in a group. Certainly manipulation of the environment plays a role in changing behavior; when it can be arranged. "Measurable and observable" become as important as "here and now." Awareness is important but is limited. To be aware of our behavior means identifying stimulus control and conditions supporting our responses. After identifying these pairings we must then replace inappropriate or self-defeating behavior with new means of responding. Reinforcement and support from the group becomes an integral part in establishing new behaviors.

The approach?

Due to differing input and expectancy the counselor needs to have many approaches at his disposal (Lazarous,

1971). My way is not the only way. To palpably understand stimuli controlling behavior for instance, an epistemological tracking may prove valuable; understanding the "how of it." To key on stimulus controls in interpersonal conflicts the "here and now" or the sensitivity to reciprocal stimulation of counselor with client or client with client is productive (Kell and Mueller, 1966). A keen sensitivity to one's own feelings as well as empathy for another's position is essential; a Rogerian or Carkhuff attitude. To permit an individual to perceive how he/she is blocked in bringing into figure from ground (phenomenological) important perceptions and behavior controls, it may be more comfortable to use a gestalt technique of having the person temporarily be a block and describe what his task as a block is. The Gestaltest would use this technique to assist the individual to overcome his avoidance of some anxiety producing material. Bringing forth anxiety producing stimuli while in a relaxed state (which being a block may produce) could be considered a reciprocal inhibition technique; or even a phenomenological fear reducing approach. Who cares? Prior to conducting task operations in a behavioral conditioning paradigm it has been observed that many students do not have the motivation or hesitate to carry out the tasks. Recently, I have been using a direct decision model (Greenwald, 1971; 1972) to help the person free himself to pursue his goal; if in fact he elects to change his behavior.

Style to me does not seem to be a very important matter anymore, whether what I do has any material effect seems infinitely more important. As a result I subscribe to Thoresen's definition of group counseling:

Counseling in groups should be defined as those activities specifically selected (and then empirically assessed) to help two or more clients engage in actions that will bring about clearly stated and mutually agreed upon changes in each individual's behavior (1971, pp. 609-610).

The only limitation to be placed upon a group should manifest in the behavioral objective and criteria of improvement articulated in descriptive terms by each individual and agreed to by the group. Hence the definition is a broadly stated guideline.

In the vocational/educational groups an action model is used. Decision-making plays a major role; work experience, observation or visitation of an individual in the student's field of interest, some trait and factor explorations are made (interest inventories such as OVIS might be used), vertical investigations of the field of interest (i.e., candy stripper to doctor to medical researcher), tentative projection of long range and intermediate goals, and it is all considered within a systems matrix with groups being a type of contract or extension of the system (Koch, 1972).

Differential Use of Counselors

A differential use of counselors was used in our department again this year to increase counselees' approach-

and-stay-power. The department was organized in such a fashion as to provide not only immediate counselor contact but also the means by which the counselee's specific needs and expectancies of the counseling process might be matched with an appropriate counselor. Each of the five counselors in our department allocates one day per week when he serves as "Counselor of the Day" or C.O.D. This "on-call" counselor is available all day to meet with emergency cases, new students, or students coming in for the first time. With all but the emergency cases the C.O.D.'s job is one of intake, screening, and referral. The C.O.D., after assessing the nature of the counselee's concern and his expectancy for counseling, may suggest a referral to an appropriate counselor or other source. The student has the veto power when a referral is made (Koch, 1972b).

More efficient use of counselor time is made because the counselor on duty can best judge how much appointment time should be provided for. There is more "on-line" access to counselors and the staff is better able to expand their individual interests and strengths.

Summary

In the seventies counselors may have to develop new means of responding to student needs. Being where the students are, maximizing use of staff and developing authentic means of dealing with student concerns (such as the critical incident rap sessions) are some of the steps

we're taking as we enter the challenging times ahead. The application of these concepts has met student needs on his/her terms and turf. Being out there and actively interacting is a physical exemplar of caring and that's where it's at.

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ARTICLE IV
"COUNSELOR POWER"

"COUNSELOR POWER"

One Sam--the bus driver and custodian at our high school--is regarded by many students as something of a laicized prophet. He is not only exalted for the merits of his advice and accuracy of information but is also well known as a look out for student smokers. Sam could be considered a poor model but he is effective as a counselor in that students approach him, listen, and follow his advice. Custodians, secretaries, and many other "informal counselors" seem to establish a common ground with students. A number of things come into focus. Kids seem to be interested in seeking information and in talking to someone; adult and peer alike. One thing for certain, these informal counselors are out there where the kids are and the students can connect with someone when there is need for human contact.

What's going on?

Traditionally, counselors may seem more interested in things than students; e.g., scheduling, filling out forms, attending meetings, etc. (Aubrey, 1971). Typically information is distributed in written form. Counselors haven't been available or have been too busy with so-called

"essential tasks,"---tasks outside the students' frame of reference, which may have been translated into not caring. The custodian didn't appear preoccupied with "essential tasks"; and even when one is pushing a broom he can still have time to be a sage.

Students are in closer contact with their peers than anyone; they are easily taught, have time to devote to others, there are more of them than any other group, and they are already doing informal counseling. The professional counselor's role might be to supply appropriate students with accurate and up-to-date information to disseminate and to assist students in being more effective in what they are already doing anyway; counseling. And, it may be more feasible for the counselor to work through these "significant others" than to establish a rapport with new counselees (Carkhuff, 1971). So, the capability to disseminate information and increase the chance of effective human contact and referral for kids might be a multiplication in counselor power.

With administration steadily and narrowly limiting counselors to clerks and program auditors and the state continually mandating counseling functions it becomes necessary to find other ways to meet the personal/social needs of students, I decided to try to proliferate counselor power with high school student-counselors.

Assumptions

Utilization of high school students in a lay counseling role was based on the assumptions that:

- 1) The problems are out there but adequate numbers of trained professionals are not available
- 2) In many cases students provide more effective models than do adults
- 3) Since students are in closer physical proximity to other students than are counselors and are "counseling" anyway, they should be trained to be more effective
- 4) Students can be taught in a reasonable time to handle many elementary guidance functions
- 5) Many students were really interested in their own behaviors and thus might be helped through their training in basic counseling techniques.

Help and Information

A student-to-student service organization, which the members named Help and Information (HI), was started. This organization included students interested in psychology, counseling and related helping areas. One of the goals of the group was to establish an information table on the campus manned by club members during lunch. HI members were given a notebook with data about course offerings, course pre-requisites, elective sequences, basic college entrance requirements, test dates, and high school

graduation requirements. The book also contained accounts of teachers' procedures, local recreation and entertainment facilities and activities, and an approved list of referral agencies outside the school for drug abuse, pregnancy counseling, and venereal disease information and medical attention, etc. Current magazine and newspaper articles and research findings on relevant issues of interest to students was thermofaxed and distributed from the tables.

To measure the impact of this student information service, we recorded a baseline of 153 incidental questions addressed to the counseling staff during a "normal" one-week period before setting up the information tables. Three weeks after the tables had been operating, another count showed a decrease in questions to 62. The second sample was taken during pre-registration week--a week when a rise in incidental contacts was expected.

Limits in perspective

Insight into the extent of student involvement was gained even though the Cartwright and Vogel (Patterson, 1967) study indicated that clients of experienced therapists improved while clients of inexperienced therapists got worse. Many studies indicated that non-professionals had significantly better results on outcome variables and were more accepted. It was suggested that lay therapists may have been more effective because they were selected on

a basis other than intellectual functioning alone. There appears to be a negative correlation between scores on the Millers Analogy Test and counseling potential (Carkhuff, 1968; Patterson, C. H., 1967). So, instruction in basic social learning theory was conducted to increase the quality of interpersonal relationships, training in listening skills, and decision-making processes were discussed and simulated. Club members were charged with providing psychological first aid only; e.g., listen and refer.

Club members discussed legal and ethical issues for lay and professional counselors. The students established guidelines for referrals and discussed case studies of anonymous graduated students.

The criteria for referral were amplified by training in functional diagnosis. This included learning how to establish a baseline, identify antecedent conditions, reinforcers and conditions supporting behavior (Becker, 1971; Koch, 1972a; Patterson, G. R., 1971; Patterson and Guillion, 1971). Students seemed to enjoy exercises in tracking some of their own behavioral responses.

Many referrals were made to this counselor (the writer) by club members. There were nineteen school-related referral agents, from principal to custodian, listed in loose-leaf notebooks. Personal/social referrals for individual and group counseling increased dramatically. This counselor, in effect, became an agent of the student-counselor and enhanced his own reinforcement value through

identification with the student-counselor.

Training

Besides their counseling functions on the school grounds, service club members considered establishing a crisis center. For these tasks there was some rudimentary core-condition training in which Truax and Carkhuff's (1969) empathy scales were taught. Those authors found that competent therapists could be developed in approximately 100 hours using non-professional people with a high school education. We also utilized Ivey's (et al., 1968) video research methods of training lay counselors (without the video feature)--using basic reinforcement skills such as "attending," "reflection of feeling," and "summarization of feeling." Attending behavior, such as eye contact, posture and verbal following is highly reinforcing to the client. Ivey believes attending behavior is the important factor in establishing the counselor as a reinforcing agent as well as providing an explanation for the success of varieties of counseling approaches.

We felt that students trust students; an important aspect of any counseling relationship. Strong (1968) examined influences on opinion change and interpersonal persuasion from a cognitive dissonance framework. He found that opinion change was influenced by communication discrepancy, and the client's perception of the communicator's expertise, trustworthiness, attractiveness, and involvement

with the subject. Trustworthiness appeared to be more important in facilitating change than did expertness.

Some helping activities

One of the helping activities which HI developed was a Big Brother/Sister cadre. Club members oriented incoming freshmen and new students and also established a tutoring service. They worked in the counseling department as receptionists, operated college selector machines for students seeking college alternatives, assisted students in using the career information files and helped with preparing and sending out survey materials. Club members also helped students make program changes and collated planning forms after registration to establish priority counseling lists. Many HI students are positive peer models; athletes, scholars, active in student affairs, etc. Thoresen and Krumboltz (1968) demonstrated that social modeling, especially by models perceived as attractive or in some way of high status, and application of reinforcement increased student information seeking behaviors.

Bandura (1969) discussed the concept of modeling and vicarious conditioning at length. He stressed that an unusual amount of human behavior is learned through observation of another's performance. My idea was to influence, to some extent, what was modeled.

Service club members made one of their biggest contributions by helping in pre-registration. They visited

feeder schools with the counselors to assist new students in their selection of courses. They also helped students during our college-type self-registration.

"Training as a treatment mode"

Counseling contacts with club members increased. In fact at the time of this writing I have seen close to sixty per cent of the club members in individual counseling of a personal/social nature. Club members felt they experienced change in outlook and behavior because of their training and help to other students. Students in need of counseling help were not discouraged from taking part in the HI club. Carkhuff (1971) cites a number of studies demonstrating significant improvements in clients using "training as a preferred mode of treatment." He said:

A most direct form of training as treatment, then is to train the client himself in the skills which he needs to function effectively. The culmination of such a program is to train the client to develop his own training program. To say, "Client, heal thyself!" and to train him in the skills necessary to do so is not only the most direct-but it is also the most honest and most effective-form of treatment known to man (Carkhuff, 1971, p. 127).

Ancillary benefits

For some of our bi-monthly evening meetings we invited speakers from the San Diego psychological community to discuss and demonstrate counseling techniques such as decision making, transactional analysis, and re-evaluation therapy. Field trips were planned to visit nearby mental, penal, and health facilities.

Club members helped develop and pilot programs of contracts manifest from our systems approach to guidance; a career planning paradigm (Koch, 1972b), and simulation games such as a career decision making model.

Students handled their own publicity by making posters, writing notes in the daily bulletin, and writing articles for the school and community newspapers. An advice column in the student newspaper is being considered for next year.

In the future we plan to conduct surveys and do some research on student concerns and difficulties. We have already increased our liaison with the community by speaking before community groups and by planning for a fund-raising campaign for a local community free clinic.

Conclusion

Service club members increased counselor power by making more individual attention possible for each member of the student body. The role of the professional counselor in the club became one of counselor-educator.

Counselors noted a decrease of incidental and rudimentary questions with increased contact on more significant concerns. Service club members' activities stimulated interest in the educational/vocational domain while exposing the counselor as a helper in the important personal/social dimension.

The student body now has models who show an interest

in them as well as a "professional" interest in the helping services. So, even though we haven't made Sam a counselor the quality of peer-counseling has increased and amplified the perception of the counselor as CARING. It all adds up to more counselor power.

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COUNSELING FOR THE SEVENTIES: A
COMPENDIUM OF PUBLISHED ARTICLES

By

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B. A., Michigan State University, 1958

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A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of
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ABSTRACT

COUNSELING FOR THE SEVENTIES: A
COMPENDIUM OF PUBLISHED ARTICLES

by

Joseph Henry Koch

"The Trouble With Counseling"

This article, which appeared in the January '72 edition of The School Counselor, talks about what counselors have done, are doing, and what the author, a school counselor, thinks they should be doing. He discusses some factors operating to narrow the counselor's role: the student stereotype of counselors as "schedule-changers," the administrative view of counseling as a clerical function, the "psychiatric myth" which casts any person in a helping profession in the role of dream analyst and explcer of the dark unconscious.

The writer sees counseling as the major pupil personnel service available on the school campus. Counseling should be concerned with helping the student replace maladaptive behaviors with adaptive ones. He feels the action-counselor must base his/her approach on learning principles. The author explores behavior-modification as a counseling technique in relation to student socio-economic and cultural levels, its empirical relation to learning

principles, and compatibility with the educational setting. The writer further details the responsibility of the administrator in facilitating counseling success.

"An Applied Systems Approach
to Career Exploration"

The author here describes in detail a systems approach to a traditional counseling service: that of providing career guidance and information to the high school student. The writer, a practicing counselor, outlines some of the "pre-system" problems which must be overcome in instituting any guidance system which has the aura of social technology.

The career-exploration service is integrated into four phases of personal exploration undergone by the student with the aid of the counseling department. The writer outlines how the system helps the student in:

- Phase 1: selection of a post-graduate goal.
- Phase 2: self-evaluation.
- Phase 3: study of career goal requirements.
- Phase 4: the projected high school program.

The author discusses the benefits of the systems approach in terms of increased counselor effectiveness, possibly because of the altered counselor role; the involvement of the academic departments in the counseling function; and the possibility of providing more in-depth information to greater numbers of students. In addition, the writer's plan integrates the parent in the goal-setting

and planning process. Many parents have felt isolated from the school environment in the post-Sputnik educational era. In the middle-sized suburban high school which serves as the case study, career planning is something the student, not the counselor, does.

"Counseling Where It's At"

The author-counselor underlines the necessity for a change in counselor "style"--both in personal presentation and availability. He then goes on to describe a variety of counseling programs whose keynote is authenticity. He describes the creation of "critical incident" rap groups where real cops and real students are able to dialogue about the student friction in the community; and members of the two generations can talk to one another across the "gap" with the aid of the counseling staff. The writer also describes a change in the structure of the counseling department's use of personnel. An intake process has been established which permits the counselee almost immediate contact with a counselor. This differential use of counselors is an attempt to meet each counselee's specific needs and expectancies of counseling by having an intake counselor screen the student's entering concern and then helping the counselee match his need with the appropriate counselor or intervention approach.

"Counselor Power"

In this article the writer details the establishment of a program using lay counselors--the high school students themselves--to provide information and referral services on campus. The writer describes the training given these students in detail and outlines some of the specific services, such as student-to-student help and information, the club can provide to the school and the community. In addition to some of the obvious benefits of such a service, the author also observes the "training-as-a-treatment mode" effect on members of the student club.

Conclusion

In conclusion, the writer, a counselor, sees authenticity, humanizing uses of social technology, and full use of the total school population in the counseling role as keynotes for the counseling profession in this decade.